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## COMMON SCHOOLS IN CITIES.

### CITY OF HARTFORD.

*Annual Report of the Board of School Visitors, of the First School Society of Hartford, for 1840-41.—Henry Barnard, Chairman.*

*Report of Sub-Committee of do. on the re-organization of the City Districts.—Rev. H. Bushnell, Chairman.*

The above documents, although prepared for a local purpose, contain facts and suggestions of general interest, especially to cities and populous villages. The peculiar facilities enjoyed by such communities for carrying out a broad and liberal system of common schools, and the necessity indeed of maintaining such a system to prevent the common schools from being regarded as mere charity schools for the poor,—common because they are cheap, ordinary, inferior, are clearly indicated in these reports. We give a brief synopsis of the facts and the plan, premising that the facts, humiliating as they are to the good people of Hartford, are believed to be substantially the same in every city of the State, with the exception of Middletown, and the plan, with some modification, is applicable in its main features to every populous district.

Population of the City Districts, about	10,000
Number of children over 4 and under 16,	2342
Number of scholars registered, in winter,	980
“ “ “ in summer,	869
Average daily attendance in winter,	837
“ “ “ in summer,	607
Aggregate amount paid for teachers' wages,	\$5150
Aggregate expense for school purposes, about	8000
Amount received from School Fund,	2882
“ “ from Town Deposit Fund,	474
“ “ from tax on Grand List,	3000
“ “ from Quarter Bills,	1700
Amount of quarter bills abated,	1700
Number of parents who pay quarter bills,	341
No. of do. whose bills are abated,	433
Amount of Grand List,	207,000
Amount of do. owned by those who pay quarter bills,	32,000
Number of Private Schools,	21
Average number attending daily in do.	611
Rate of tuition in do. from \$14 to 20	
Aggregate amount expended in do.	\$10,000

Such are the more important statistics given in the reports, and the following are some of the conclusions arrived at.

1. There is a great want of parental and public interest in the whole subject of common

schools, which is manifested in the thin attendance of school meetings, in the small amount of money raised by tax on property for school purposes, in the large number of children who attend private schools, or who are sent to no school, public or private, and in the small amount of parental visitation to the schools while in session.

2. That out of all the children between the ages of 4 and 16, (2342) less than one half, (980 in winter, and 869 in summer,) were enrolled as attending the common schools, and only one-third (viz., 837 in winter and 607 in summer,) are in regular attendance.

3. That the school houses at present provided by the districts, cannot seat at any one time, more than half the children who are entitled to go to them, and in their external and internal arrangements, are not such as the manners, morals, health and intellectual proficiency of the scholars demand. The location, light, ventilation, and out of door arrangements generally of the school house in the middle district, are particularly objected to.

4. That the course of instruction pursued in these schools, is limited mainly to spelling, reading, writing, arithmetic, grammar, geography, and history, and that in some of these branches the proper degree of proficiency is not attained.

5. That the class books used in the various studies, differ in the several districts, there being three different authors in spelling; eight in reading; four in arithmetic; six in geography, and two in history.

6. That the regular supervision of the schools consists in four visits by one or more of the Board of Visitors, (each visit averaging a half day to each room,) and such other visits as can be made by the District Committees, all of whom are actively engaged in other pursuits, and are allowed no compensation for their services.

7. That in providing for the expenses of the district over the receipts from public funds, and a property tax, by quarter bills or a tax on the scholar, payable by the parent or guardian, a principle is introduced which operates very unwisely and unequally, because it holds out a pecuniary inducement to parents to send to private schools, for by so doing they escape their proportion of the quarter bills of poor children

and because it imposes upon those who are able to pay, a tax, equal to all the other taxes in the city, town and state. Thus in addition to the avails of public funds, (\$3356,) and of a property tax, (\$3000,) it is necessary to raise from \$1700 to \$2000, by quarter bills. To realize this sum, it is necessary to raise the quarter bills, on an average, \$4 a year, instead of \$2, in order to provide for the abatements in favor of such parents as are unable to pay. These abatements, if levied on the grand list of the districts, would require a tax of only a half cent; but as now paid, are equal to a tax of five cents on the grand list of those who pay; that is, those parents who send to the district schools, (and many of them find it difficult enough to pay their own school taxes,) and are able to pay, not only pay their own school tax, but pay a tax equal to all other taxes of the city, town and state, to meet the abatements of the poor which should be borne by the whole community.

8. That the patronage bestowed on private schools, proves that the common schools, as at present established and conducted, do not meet the educational wants of a large class of the children of the city. And the location and character of these private schools, the age of the children who attend them, and the studies taught there, indicate, in part, the deficiencies of the common schools. Most of them are for young children, and are kept in sections of the city, quite distant from the public schools. Others are for scholars more advanced in age, who may wish to pursue studies not taught in the public schools.

9. That in all the leading features of a successful system of common schools, such as attendance, course of instruction, compensation of teachers, liberal appropriations for school purposes, public and parental interest, there is reason to believe that the city of Hartford is behind many other cities and towns of its wealth, population and intelligence, in other parts of the country. (*See abstract of accomp. doc. p. 14.*)

To remedy these and other evils in the present condition of common schools, it is proposed,

1. To consolidate the districts into one, for the purpose of bringing all the schools into one system of management, studies and books, and of making the school interest one of the leading interests of the city.

2. To establish such a system or gradation of schools, as shall secure as thorough a course of instruction for all the children of the city, rich or poor, as is now provided in the best private schools. The committee propose for consideration the following outline—

First. Primary schools to be located in different parts of the district, for the young children, where all of the arrangements of the school room, the play ground, and the exercises, shall be adapted to promote the health, manners, moral culture, and the gradual and harmonious development of the mind of the young. The alphabet, easy lessons in reading, oral instruction in respect to real objects, maps and figures, habits of observation, vocal music, and drawing on the slate, would form the course of instruction for these schools. They are to be taught by females, and we would add, they should be under the supervision, in part at least, of the mothers of the district.

Second. Intermediate or secondary schools. These schools are to take up the education of children, when the primary schools leave it, and to carry it forward to as high a point as is now attained in the first classes of the present schools. Two schools of this class, if properly located, would answer, but owing to the location of the present district school houses, three might be necessary at first. Each school would require a male principal of the first order of qualifications—a female principal, and a sufficient number of female assistants.

Third. Two High Schools, or one with two departments, one for boys and the other for girls, to which the pupils who shall be found qualified in the studies of the secondary schools, on due examination, shall be admitted, and there taught the higher mathematics, mechanical and natural philosophy, natural history, physiology, moral and mental philosophy, political economy, the constitution of the United States and of Connecticut, American history and biography, book-keeping, rhetoric and drawing, with reference to its use in various kinds of business. To these, or to so much of them as might be deemed advisable, a preparatory classical course could be added without increasing the expense. This department, if established at all, should be capable of giving a thorough English and a preparatory classical education, so that those who know what a good education is, may be anxious to avail themselves of its advantages, and the poorest parent who has worthy and talented children, may see the way open for them to all the advantages of a good and eventually liberal education.

3. The studies, books, discipline and supervision of the schools, and the management of the property and concerns of the district, are to be entrusted to a Board, two-thirds of whom shall be elected annually, and the other third hold over. It is also proposed, for the purpose of giving efficiency to the action of the Board, that they elect

a superintendent, who shall visit the schools, employ the teachers, meet with them for instruction, visit the parents and guardians of such children as are not sent to school at all, or attend irregularly, see to the repairs and management of the school-houses; in fine, to devote his whole time to the prosperity of the schools.

4. The schools are to be free, and to be supported like any other great public interest. The education, so far as it goes, is to be as good as money can secure, and then, like the light, air, and water, it is to be open alike to rich and poor. This is the theory, and was still within a few years, the practice of the "Free School System" of Connecticut, and is now the practice of the other States of New England.

5. The annual expense of the schools, if maintained on the plan or the scale above proposed, will not exceed \$10,000, or \$2,000 more than is now expended in the three districts. This estimate is based on the experience of other cities and large towns, and on an estimate of the salaries of teachers, fuel, &c. A tax of three cents, instead of one cent and a half, would cover all expenses, even when in operation on the broadest scale proposed. This last sum, instead of educating one-third of the children imperfectly would educate two-thirds thoroughly, and would save, in all probability, upwards of five thousand dollars, which are now expended on private schools.

With this general review of the facts and suggestions of the two reports, we give the Report of the Sub-Committee prepared by the Rev. Horace Bushnell, in full.

#### REPORT.

To express our profound dissatisfaction with the city schools is unpleasant to us and, we fear, will be ungrateful to the citizens. Nor will the fine public institutions of other kinds, which we have raised up to be ornaments of the city and proofs of our munificence, make the exposure of our dishonor,—here, the less unwelcome. For the orphan we provide a home; our Asylum is ears to the deaf; our Retreat restores reason to her throne; our Prison is a model for neatness of arrangement, and effective discipline; our Alms House rises to completion, promising the poor a refuge of comfort. Thus much our munificent spirit has done to repair the damages and bless the ruins of society. But if it be something to supply the deficiencies and mend the cracks of of mortality, it surely is more to bring forth its talents and apply its capabilities. And, if charity do the one, wisdom will not omit the other. For, if we could cure all the ills and breaches of the social body, it would be a thing of small consequence, compared with the wise husbanding and improvement of those fertile capacities of character, virtue and happiness, which God is ever reproducing in the new generations of life.

In this latter department of munificence, the cultivation of talent and character, you have raised up a College, a Grammar School, and two Female Seminaries, and, in this, have declared that you do not mean to sacrifice the sound parts of the social body by an exclusive attention to its sores. Still there is a want, a grievous and dishonorable want, in all the subordinate and more important provisions of public education.

We have, in the city, 2500 children, between the ages of 4 and 16—good, sound healthy minds and bodies—waiting to be made a generation of intelligence, virtue, strength and honor, or, if we leave them to the hard fortune of poverty and bad education which so many of them are heirs to, a generation of vice, a scourge to the peace, a burden to the property and a disgrace to the good name of the city. And yet we see a degree of apathy in regard to the education of these minds, so nearly resembled to the state of death, that we almost fear it can never be broken by any appeals or oburgations.

Not long ago, there was a rumor started that the river, which runs by your city, was about to break loose into the fields above us, in some of its wild flood times, and run by another way. Forthwith a committee was raised to look after the river. But here is a great river of mind and moral force, which, if it be left to seek the random channels of ignorance and depravity, may leave you to sicken by its putrid shallows, or, in some mad flood time may sweep down all the barriers of order and safety, and yet, when you call upon the citizens to bank it in by the discipline of a wise education, we very much fear that you will startle no feeling of jeopardy and excite to no practical action.

Still we have a degree of hope, else we should spare ourselves the labor we have undertaken.—We even hope that our fears of the citizens are unjust and that, when they have heard our facts and seen our plan, their good sense will make amends for the apathy of their feelings and bring them to our aid with promptitude.

We begin our exposition by asking you to go with us and take a deliberate survey of the heart of our system, the Center School (as it is called) of the city. You pass into a short narrow street, which is the gorge of the City Market; as if the stomach and the head of the city were going to a common supply. In wet weather its pavement is a deep liquid substance; in dry, it is sublimed to mix with the air as before it did with the water. The school building is a large barrack-looking structure of brick and stone, with the gable to the street and standing close upon the side-walk. In the rear is a small pen of low ground, submerged for the most part in water, during the wet seasons of the year, which is the airing place of the establishment. On the right or south side, at the distance of 6 or 10 feet, is a blacksmith's shop, the tops of whose chimnies, always discharging a thick cloud of smoke, from the bituminous coal, are just upon a level with the upper windows of the building; which windows, being open in the summer (if it can be endured) to catch the cool south wind, which is the principal breeze of the summer months, receive the black sirocco



slanted from the chimney tops. On the left or north side, at a narrower distance, is a high board fence; and five or six rods farther off stands facing with its broad side, a long narrow tenement, that stretches itself out "full many a rood" like Satan or the poet's burning lake; to cover the cellar and the nine pin alley under it. And the ring of the hammers, on one side, is not more constant or audible than the rattle of the pins on the other. Here, then, is the principal public school of our intelligent, liberal, humane city. You enter and find it filled with children especially in winter, from the cellar below to the garret above. From four to six hundred are here collected. The rooms are all very low and the wall of a dingy brown color. Here and there you will see a rude board partition, which the teachers have put up at their own expense, for the better assortment and more easy management of the pupils. These are seated at their task and, of necessity, in very close order, for the rooms will scarcely contain them when stowed as economically as possible. In the summer, as, we just said, the rooms are ventilated with smoke; in the winter, not at all, but the children are ventilated instead, by an occasional airing in the pen just mentioned. Here, for instance, are a hundred and fifty children, confined in a low room from two to four hours. Which is, to all practical intents, as if they were sent into a huge bottle, of the same contents, and corked in. They are expiring carbonic acid from their lungs, at every breath, and from every pore of their skins. In a short time, the air becomes thoroughly mixed with this deadly gas,—the same that is found at the bottom of wells and other like receptacles—and, before the sitting is over the dull eyes of the poor children, a yawn of stupefaction here and there visible, and a head dropped in sleep give the clearest tokens that the poison is taking effect! Of course it will be needful, now, (whether done or not) to apply the stimulus of the whip, to wake up for the want of any stimulus or life principle in the air! Inasmuch, however, as the freezing of a part of the school is better than the suffocation of the whole, a window was kept up, we are told, a good part of the last winter, blowing directly into the room!

Now if this were our city prison, what citizen, having the feelings of a man, could endure the barbarity of the establishment, or would not blush for the honor of the city. See, in fact, how carefully you have chosen the site of your prison—what an expanse of ground—how spacious the rooms—how carefully ventilated—how neatly kept. And, yet, your committee cannot see why the children of honest men and women are entitled to less consideration or comfort than rogues and felons.

Is there injustice done by our picture? Let any citizen go to the spot and view it for himself, and see if every thing does not stand exactly as we have set it forth. Let him look for a shaded ground or a fair ceiling or a ventilation—anything to relieve the uncomfortable, vulgar, barbarous character of the establishment. Is this the place, we ask, to teach morality or to clear child's intellect? Could any person, knowing what dominion outward things have over the

mind, conceive it possible that order, purity, sweetness, of temper, cheerful application should grow up here? Were it proposed to make a retreat for the insane of this establishment, every man would see the absurdity of the plan. The city poor could not be consigned to it, without violence to the human feelings of the citizens. On what principle, we then ask, is it thought to be a fit place for the education of our sons and daughters?

Shall we go on to speak of the teachers and discipline of the school. That is, unnecessary, and might be even cruel; for how is it possible with such accommodations to produce a truly good school, such as ought to satisfy us. Some of the teachers, by extreme faithfulness, have done better than could have been expected.—Others have set their qualifications more in keeping with the establishment. As a whole, the school produces, a low chaotic impression on the visiter, which is truly painful.

As regards accommodations, the other two schools are in a much better condition. Justice also compels us to say, that the character of the South school has been greatly advanced, during the last two years. There are causes, however, which operate against all the schools in common, and will more or less injure their efficacy, in spite of any faithfulness in the teachers. Some of these causes your committee will mention that the points to be aimed at, in the re-organization of our system, may be had in view.

1. There is a mournful want of interest in our public schools, of which we have already spoken. They ought to be in such a state and we in regard to them, that, instead of taking strangers, who visit the city, to our Asylum, or Retreat, or Prison, we should rather take them, first of all, to the places where our children are educated, as the brightest spots our munificent spirit has made. But, instead of this, having first made them unworthy, by neglect, we neglect them because they are unworthy. Our feeling amounts, in fact to public contempt, and exerts the chilling influence of contempt, both upon the teachers and the scholars. It chills the discipline, chills the intellectual spirit and conscience of the pupil, chills, indeed, the whole community; for no community can have a warm and genial spirit which does not warm itself toward the children and gladden itself in their ingenuous efforts at improvement. We are losers here in many ways, and especially in the great interest of public morals; for a love of improvement in children is so near akin to the love of excellence, that a want of the one always carries a deficiency of the other. And, in a larger view, a cold community is ever within one step of a wicked community.

2. It is a great prejudice to the morals of our youth and the high standing of our public schools, that the pupils leave school at so early an age and discontinue their studies. According to our system, the crowning attainment is to be a contempt for being at school. Having made this the pupil is ready to graduate. And, as we all here come to his help, he makes it very early. Being now ashamed to be found, at what, he calls, a child's school, and, according to the

public estimate, no very exalted specimen of that, he refuses to go any longer. The winter of leisure therefore, to which many of the lads are left, is spent in vagrant idleness and dissipation, not in the cultivation of their minds. And thus it results, on the one hand, that the schools are depressed by their absence, and that they, on the other, spend four or five months of the year in corrupting their characters; for no one understands a boy, who thinks that he can spend a half year in doing nothing. How obviously would it raise the dignity of all our schools, if they were brought to a head in some higher order of establishment, where a really sound education in the higher branches of knowledge might be obtained. What a mournful waste of public virtue too would it save us.

3. There is a want of system in our schools which greatly injures their efficacy. One teacher follows another in quick succession, and so of the district committees. The books have a like succession. There is less agreement, if possible, between the districts in regard to books than between the teachers and committees of the same district; and, as many of the class of citizens who send to the public schools, often change their residence, the confusion is increased. There is, accordingly, a constant demand for new books all round the circle, which breeds a degree of ill nature in the parents that is exceedingly mischievous, in its effects on the children; for it is a law, with the class of people who fret, to vent their vexation against the objects that are nearest. In the mean time, the discipline of the schools is as vagrant and unsettled as the successions of new books, and, as the children of the several districts are near together and mingle to a great extent with each other, the modes of discipline, here and there, are brought into constant comparison and always to the great disadvantage of one or the other of the teachers, and generally the one most deserving. This want of system breeds disorder every where, and it results, that our three schools are much like three military companies, joined in close order, and commanded to march, each by its own music.

4th. It is another cause of depression, and a very great one, to our public schools, that so many parents withdraw their children and send them to select schools. Out of our 2300 children, between the ages of 4 and 16, not more than 1000 are ever enrolled as members of a public school, at any one time, and not more than 1300 during the year. The rest, with the exception of from 2 to 300 who attend no where, go to private schools. And these are generally though not always, the children of the richer and more influential families. We mention this fact, not to complain of it; for it can hardly be expected that they will send to the public schools in their present state. But it will be seen, at once, that the public schools are greatly depressed by this withdrawal of confidence and patronage.

The causes of this withdrawal are already obvious, in part; but there are others that operate strongly of a different kind.

Thus we need a class of small primary schools, distinct from the others; for the masses that as-

semble at our three school centers, including many large children who are rough and oppressive in their manners, make parents afraid of the treatment their very young children may receive. They also feel, instinctively, the great impropriety there is in sending small children into a place of noise and tumult to learn. The number too, assembled in our rooms for primary instruction, is too great; for what can a single teacher do with 50 or 80 very little children?—how keep them alive and busy their attention?—how save them from hardening into dullness and moral petrification on their benches?—a result which is infinitely worse, as regards their mental progress, than to range the streets in the freedom of nature. Hence it is preferred by many to select some quiet little room, where 15 or 20 children may be collected and have the whole attention of their teacher and be kept alive by varieties of exercise. Here they learn the first rudiments.—And having begun in this way, they are not very likely to put them in a public school afterwards. Others, again, are led to the same course by reason of the distance of the public schools, which makes it inconvenient or dangerous to send very small children, and hence, though little able in many cases to support the expense, of a private school, they feel compelled to do it.

Then again, as if all these causes of withdrawal from the public school were insufficient, we find that every person who sends to the public school and is able to pay, is actually fined for so doing. It is brought to pass in the following manner. The expenses of the school are made up, by bills, each quarter, against the parents; but as almost half the bills are to be abated by the committee, in behalf of those who are not able to pay, it is necessary that the whole amount of bills made out should be double the expenditure of the school; so that when the bills of the paying half are collected the expenditure may be covered. John the son of A. goes home to his rich father with a bill; and Richard, the son of B. goes home to his father, who is poor, with the same. The committee afterwards tell B. that he may put his bill in the fire. But it turns out that they have made the bill of A. large enough to pay for John and Richard together. Instead of laying the expense of educating poor children on the whole public where it belongs, we thus lay it upon those who send to public schools, and it is the same as if we actually declared a fine against every person who will send to such schools. In fact we raise a fence around our public schools to keep off all but such as are able to creep under. Is it then strange, that persons who are able, will send to private schools, when a fine lies against their ability if they presume to send to the public?

Such are some of the causes that withdraw attendance from the public schools. Nor is it wonderful that they have their effect. We do not say that the private schools are all of them good or superior to the public. On the contrary we know that some of them are very inferior in their character. Yet against this fact, and notwithstanding the school money of the state, which is applied exclusively to the public schools, the latter are scarcely able to attract more than half the

children of the city. And, as regards one half of these, they are sent not by those who patronize the schools, but who are patronized by them in the abatement of their bills; so that scarcely more than one fourth of the citizens can be said to give them a real confidence and patronage.—So inefficient have they become, so depressed in their standing.

What now can be done? Your committee will venture to suggest a plan, a part of which is to be realized at once, and the rest to be matured gradually in a course of years.

We propose, first of all, a union of the three city districts, in one district. These three districts, thus united, are to make choice of a Board of Control, answering to our District Committee in several respects, but more numerous. This Board of Control shall appoint a Superintendent, who shall devote his whole time to the schools, and receive a liberal salary. He shall select the books to be used, and appoint and remove teachers, subject to the advice and concurrence of the Board. He shall direct the discipline, frame the bye-laws, and arrange the classification of the schools in the same manner. He shall direct the repairs of buildings and furniture, shall make out and collect the quarter bills, if the schools are to be supported in that way, and do all that belongs to effective management. He will need, of course, to be a gentleman skilled in the art and philosophy of teaching, and a man of character. To avoid sudden fluctuations in the views of the Board, which might annoy his plans and unsettle the schools, it is recommended that the Board shall, at the close of every year, choose one-third of its members to constitute a part of the Board of the following year; the remaining two-thirds to be chosen by the district.

Next our plan contemplates three grades of schools. Two high schools, one for boys and the other for girls; three medium schools one in each of the present districts or sections, and about ten primary schools in the various parts of the city.

And lest the magnitude of our plan should frighten the citizens, we stop here to say that, apart from the expense of buildings, only one or two of which will be needed at present, the whole system can be managed and maintained in such effectiveness as to give every child in the city as good advantages, to say the least, as can now be commanded in the best of the private schools, at an expense not exceeding \$10,000, that is, two-thirds the sum we now pay to support all the schools, public and private, of the city.

The high school for boys is to be undertaken at once; that for girls being reserved to a future time—unless the citizens prefer to start them both together. A building will need to be erected somewhere near the center of the city, as in Pearl or Trumbull street. This school is to be made free, at the expense of the citizens, and admission to it is to be had as the reward of merit in conduct and scholarship in the medium schools. The applicants for admission shall have been members of the medium schools, for some specified length of time, and shall have been found on examination by the Board and

Superintendent, perfect scholars in certain specified branches of study. Irregular attendance and unruly conduct in the medium schools, shall put the pupil in a class called *dishonored*, and disqualify him as a candidate. By this general arrangement, the scholars of the medium grade, and likewise the teachers, will have a strong influence upon them; for the several teachers will here be brought into direct comparison, and the parents will not fail to hold themselves responsible for any marked deficiency in the classes. It shall also be a rule that every scholar in the high school, who is irregular according to certain prescribed tests, shall lose his place in it; the effect of which is obvious. In this high school shall be taught the Latin and Greek languages, the higher branches of mathematics, the natural sciences, rhetoric and belle letter, mental and moral philosophy—all that is necessary to qualify the pupil for entering college, or for the pursuits of commerce, or even for entering on a learned profession with advantage, and a good hope of success. It shall be such a school that the poorest parents who have worthy and talented children, may see the way open, if their children pass through the medium schools with honor, to all the advantages of a good and essentially liberal education, free of expense.

If the Trustees of the Hartford Grammar School are invited to come to our aid, in establishing this institution, having a representation given them in our Board of Control, they will be able, without alienating their trust, to form a valid connection, as a *Heal Influence*, with all the public schools of the city, and so to produce results less distant from the common benefit of the citizens, and more accordant with the precise intent of the donor of that fund, than has hitherto been possible. The Trustees of a like fund in Roxbury, Mass., have done the same with great effect.

The medium schools are to occupy a ground much like that now held by the higher classes, in the three district schools. The buildings of the north and south districts will answer. That of the center district we earnestly recommend should be sold, and another erected on a new site. The particular organization of this middle department, we need not detail.

In the primary schools, it is intended that the alphabet shall be taught, spelling and reading in easy lessons, mental arithmetic, and perhaps the elements of geography. They are to be under female teachers, and limited to a reasonable number of pupils. At present, these may find rooms in the same building with the medium schools, adding two or three rooms in the remoter parts, so as to relieve distances,—all of which may be done at a small expense. As our movement takes body however and gains popularity, we design to have each of the primary schools provided with a quiet, pleasant room, and a shaded ground of its own.

Such is the brief outline of our plan. This plan, it will be understood, is not given as the only one possible, or as being perfect; but that an ideal of some sort may be set before the public mind. The first things will be for the districts to unite. Then, after that, they may, if they



please, continue all the schools exactly as they now are. Or they may raise a system which is new. Or they may take any part or all of the plan here given. This plan is drawn to meet the obvious deficiencies of our present arrangement, and we believe it will be seen to include no more than is necessary to put our schools on a footing of real efficiency. It is so far similar, moreover, to others that have been adopted in Portland, Providence, Boston, Lowell, Nantucket, Charlestown, Philadelphia, and other large towns in the U. S., that we do not consider it merely as a plausible invention, but rather as a scheme which has been well and triumphantly tested, by experiment. We offer it, therefore, in perfect confidence, that, if put in execution, it will thoroughly regenerate our public schools, and in so doing, will confer on the moral and intellectual character of our people, the most solid benefits. It cannot fail to secure uniformity in books, diligence in teachers, a greatly increased attendance, and a degree of spirit in the whole system, that are now unknown. We see not why our high school need be inferior to the Latin school of Boston, which has been celebrated for a long time as the best school in the country. The effect of such a school, at the head, will be to draw all the others into warmth, and emulation round it. Having buildings that are airy and quiet, and capable of neatness, we expect to see an improvement in the spirit of order, the good manners, the purity, the cheerfulness, and if rightly conducted, the moral principles of the youth.

It remains to be given as a part of our plan, that the schools be all made free at the expense of the city, and the present system of fencing out pupils by a fine, discontinued. Doubtless it will be urged that a general tax on property, for this object would fall on many who have no children, and is therefore unjust. Carry out the principle of this objection, and it would overthrow the whole system of taxation. One would say that he never uses the public roads, and therefore he must not be taxed for them. Another never goes out in the evening, and therefore must not be taxed for lighting the streets. Another denies the right of all government and prefers to be without any protection but that of virtue, he must not be taxed for courts and legislatures. But taxation, we apprehend, is never based on the principle that the individual wants it for his direct benefit, but that the public wants it; for the public has a right in all property as truly as the individual, and may draw upon it for its own uses. And one of these uses is the education of the youth; for there is a very important sense in which children belong to the State, as they do to the family organization. Indeed, if we revert to the Jewish, Persian, Lacedemonian, and Roman States—all those ancient fabrics that rose in the youth time of nature—we see the State to be naturally endowed with a real instinct of civil maternity, making it the first care of her founders and constitutions, to direct the education of the youth. And why should she not? These are her heroes of the future day, her pillars of state and justice, her voters on whose shoulders she rests her constitution, her produc-

tive hands, her sentinels of order, her reliance for the security of life, liberty and property. But if we are wrong in all this, it still remains to ask for the justice of our present method of taxation for this object. If it be hard on the holders of property who have no children, to tax them for the education of the poor, wherein is the justice of taxing those who have children, for twice their number? But there is no hardship in the tax on property of which we speak. It is only a good economical investment for its benefit. Every warehouse, vessel, and free-hold of the city, is enriched by such a tax. Make no account here of the charges of pauperism that occur, where education is neglected, nor of those outbreaks of disorder that endanger the security and sometimes the very titles of property, consider only the respectability of your streets, the reputation of having good schools, the advantages accruing to every department of business from a character of general industry, honor and talent in the citizens, and the elevated state of society, produced by the same causes—as a matter of loss and gain, how small a thing is the tax on property, necessary to make your schools free, compared with the value they will render back to property in so many ways? Nor let the poor man scruple to say, that in giving children existence and a good family nurture, he has given enough to the rich man to justify a tax on his property, for the small amount necessary to educate these children; for property, again, depends on population, both for the increase and the maintenance of its value. Neither let the poor man feel, when the school bills of his children are abated at the public expense, that he is a receiver of charity; for he who has given to the State a talented, brave, or only worthy son, has given her more than the childless rich man would, if he were to give her all he has. Let him claim the education of his children, then, as a right. Or, if he has any feeling to be saved, claim it as right that his children be not in the public schools as privileged for poverty's sake; but on a common footing with all. And it is matter of joy, that under our beautiful scheme of equal government, poverty can put in such claims, and speak aloud in its own right. We are willing to see as much agrarianism, coming in this shape, as the public vote can muster. However, we cannot think any strong appeal to numbers, in such a case necessary. In Providence, New York, Cincinnati, and a hundred of our principal towns, the schools are made free at the public expense. Boston alone raises more for the support of her schools, than double the whole State tax of Connecticut. The men of property, so far as we know, in all these towns, pay the school tax more cheerfully than any other, and partly because they feel it to be a tax for their own benefit. Our citizens, we are sure, will do the same without reluctance.

We have spoken of it as a great evil, that so many children are sent to private schools. We rely upon our plan when, put in execution, to remedy this evil. And we have proofs, near at hand, to justify this expectation. In the city of Middletown, where a regenerative movement has been in progress for two or three years past,

though much less thorough than the one here contemplated, the effects are already manifest in regard to private schools. They had 835 children between the ages of 4 and 16. Of these only 276 went to the public schools. The rest attended either private schools or no school. Out of 869 children, now reckoned, they have instead of 276, 624 in the public schools. In the mean time, the expense of all their schools, taken together, is diminished by more than \$3500.—We have only to make our public schools what they should be to realize a like result.

Your committee do not blame parents for preferring private schools, when the public are inferior, parental faithfulness could not do less.—Nor do we care entirely to supersede the private schools. But we deprecate the present withdrawal from public schools, together with certain feelings and prejudices growing up therewith, as a very great evil. It creates a separation in Society which is against the whole spirit of our institutions and extremely pernicious to all the parties concerned.

When all the children of the more wealthy and influential families are withdrawn from the public school, it ceases, of necessity, to have prominence in the public eye, and draws no warm circle of expectation round it. It is not a mere charity school, in which we might feel the interest of charity, neither is it, on the other hand, a school dignified by its prominence as a common center of education. It is a half pauperized independency, which falls between all categories and moves us neither in the way of respect nor of benevolence. The children feel themselves to be unprivileged in their attendance—and their parents have only a cold despairing interest in the forlorn establishment, to which they are doomed to send them. How different the case, if they could see their sons and daughters in the same school and class with those of the more distinguished families; engaged, in a trial of talent and good manners, to excel them; sometimes successful; sometimes honored by public notice, at examinations; passing, at length, into a High School, where they are instructed in elegant learning and science; going home to speak at their simple table, of the great facts of science, to discuss questions and suggest tasteful thoughts. What a light and warmth would this give, in the bosom of a poor family, or in one just rising into character. How kindly would it bind the hearts of the parents to society as a whole, how genial the influence it would shed on their humble walk. In such a case, the children are not trained to hate those above them, but only to emulate them; because they now see that there is justice and feeling and friendship for them and that they are encouraged on all sides to aim at the highest excellence.

Here, if we rightly understand, is the true spirit of conservatism. Our social constitution is republican and is therefore to be conserved only in a republican way; for that is conservation which holds the elements of society, as they are, in good keeping. Republicanism permits distinctions of rank and association, but not separations of rank; for separation is non-acquaintance, and that is too close upon the verge of hos-

tility. It grades a level of unity in which we must all stand together; though it suffers us to raise our heads as high in worth, talent, property and every sort of excellence as we may. There is no danger to our institutions as long as we do not separate.

Many of our countrymen are afflicted with an indefinite horror of agrarianism and the rising of the masses. We need fear no such result, until after the fundamental law is rent asunder, by a virtual separation from the masses. But, if we have separation first, we must take agrarianism afterwards, and it will come in the terrible sublimity of revenge, to sweep down all distinctions of character, and overturn all vested rights. And here is the danger that most threatens us. It lies in the disposition too often manifest in our citizens that have begun to be distinguished, especially, in property, to withdraw from the masses, and nurse an upstart feeling of family. They put on affectations which are greatly in advance of their standing, and lay themselves out to be more distinct than our law of society permits. There needs to be a more graceful and philosophic submission to this law, else we may expect that society will become embittered and sundered into hostile fragments. In this view, the common school, meaning that which is actually common to all, is eminently republican, and ought to be regarded as the strongest conservative influence; for here the children are put upon a footing together, and brought into connexion with their whole country. Private schools, on the other hand, drawn out into a distinct order and patronized by the wealthier classes, are nearly as much at war with our institutions, as they would have been with those of Lacedemon. They divide society at the root by an assortment in the ranks of childhood, putting the two parties into non-acquaintance, and eternal repugnance.—They are, therefore, eminently un-republican and dangerous. And therefore, your committee feel that almost no undertaking can be of more serious consequence to our American cities, than to make our public schools so perfect in their character, that all the citizens will prefer them, and cluster round them to feel the bonds of a common interest, and inspire the children with a common desire of excellence.

But we shall hear the objection of moral danger. How shall we ever send our children to the public schools without endangering their virtue. Are not many of the children here assembled, low and vicious in their habits?—Doubtless they are,—so are the children of more elevated families. And it accords with the observation of your committee, that high born vice is more contagious by many times, and more hopeless than the vices of the poor. We believe, too, when we see the fall of families on every side, that there is quite as much of it. Your children coming into acquaintance with vulgar vice, will be on their guard, but the insidious stealth of refined corruption will take them at a great advantage.

We are of opinion, also, that parents may be too anxious to keep their children away from exposure to wickedness. What has God done with virtue here? "I pray not that thou shouldst



take them out of the world." Of course the parent must watch his child with a vigilance proportioned to his age and exposures. But the strength of virtue is gotten, it should be remembered, by a resistance of evil—never by a mere ignorance of it. To attempt, therefore, to keep a child from all knowledge of evil, and expose him to none, is mere spiritual prudery; and if it could be done till the child is a man, he would be only a great child still, as regards all moral strength. A better and wiser method on this subject, because it corresponds with the practical order of God's arrangements, is to expose the child to any and all temptations which you can teach him to resist, and have a reasonable confidence of his resisting. This will give him a strong, practical virtue, such as the world and life ordains.

But what shall befall the manners of our children? We have been at great pains to teach them correct pronunciations, and the elegant usages of speech and polite and gentle manners. Many of the children of the poorer families, that attend the public schools, have very bad habits in this respect. What shall save our children from imitating all the bad manners of the school? Undoubtedly there is some danger here, and we, by no means, undervalue the great worth of elegant manners. But you will not affirm that the children of wealthier families are all of them models in this respect, though by placing your children in a *select* school with them, you virtually tell them so. Besides, if a proper care is taken in the selection of the teacher, (of which you can easily judge for yourselves,) you may be sure of one who will be earnest in the endeavor to cultivate the best manners in all the children. In which case, yours will come to his aid, by their example. You will thus bestow upon the neglected children, or those whose parents are unable to form their manners, a great benefit, and in the mean time, your own children will be as much profited by being a pattern as they could be in following one. Or if, in some cases, they should slide into bad habits, your vigilance will easily recover them. And the result will be that they will become skillful observers and nice critics in the manners of society, which is, of itself, a great accomplishment, and will add essentially to their powers in elegant literature.

Nor should we omit to say that an education begun at the common school is, in many respects, better than a private school can yield. It does the children of higher families good, to sit on a level with the children of the lower, and, if it must be so, to be surpassed by them. It makes them respect merit, delivers them of their impractical conceits, and inspires them with a sense of justice. It is a great advantage also to know society. Hence the child who is brought up exclusively in a private school, and especially a boy, is not thoroughly educated. He does not know the people, and is not qualified to act his part among them. Their feelings, prejudices, tastes, deficiencies, are all unknown to him.—His knowledge is more exquisite than the world is, and his character is practically unamericanized. Going into life as a statesman, or a lawyer,

or in almost any other capacity, he will go under a decided disadvantage. How small a thing is it, indeed, to teach children the names of mountains and rivers, and other things equally distant from them, when they do not really know their own neighbors and countrymen.

The more is this to be regretted when the knowledge of their fellow-citizens, in lower walks of life, would so much diminish their distance from them, and breed in their hearts, a feeling of citizenship as well as of humanity, so much enlarged; for man is man, whether high or low, and it will always be found, however much we magnify the distinctions of society, that his actions and feelings do, after all, spring from his manhood more than from his condition. A knowledge of the high is a knowledge of many infirmities together with many traits of fellow-feeling, that pride never could suppress. A knowledge of the low, a knowledge also of many noble and fine qualities, together with some vulgar prejudices. There is ever more distinction in the outward show of ranks than there is within; for when the two come really to feel and weigh each other, it is not the rich knowing the poor, or the poor the rich, but it is the man knowing the man, and both together knowing themselves to be allied by nature, to the same God, as they are citizens of the same country. How fine a picture of society might we hope to realize, through the medium of a perfect system of public education. What an elevation of manners, in the whole people, what respectfulness to merit in all grades of life, what a friendly understanding, without jealousy of precedence or character. Gathering round the youth, with a common interest, we should share a common pride in their ingenuous efforts at improvement. Our streets would reveal the dignity of intelligence and character. Our houses would be abodes of thrift and self-respect, and virtuous happiness.

We call then upon our citizens to come forward, and unite in the common endeavor of a common citizenship, so to elevate our public schools, that all the youth of the city will prefer them. If they disapprove our plan in any respects, it is theirs to be moulded and amended as they please. We only hope that they will aim at no partial improvements—nothing short of a thorough reorganization. No subject has come before them for many years, of equal importance to the well being and honor of the city. It is a question that relates to the mind and spirit of its own people, and thus to every thing that concerns their happiness—the property, liberty, growth, and piety of ages to come.

HORACE BUSHNELL,  
LEONARD KENNEDY, JR.  
J. S. EATON.

The above Report was adopted by the Board of School Visitors for the First School Society of Hartford, as an expression of their views on the re-organization of the schools of the city and by them submitted to the annual meeting. At an adjourned annual meeting, the basis of the plan was adopted, and the subject is now before the districts.

## APPENDIX.

The following comparative table, and information of the condition and system of common schools in several of the cities and larger towns of other states, are made up from the documents accompanying the above Reports,

	Harford, " " " " " "	First School Society,	Boston, City Districts,	Nantucket, Massachusetts,	Nantucket, " "	Charlestown, " "	Roxbury, " "	Lowell, " "	Worcester, " "	Springfield, " "
Population in 1840.	11,000	2,579	10,000	2,382	9,470	18,081	11,558	11,883	2,619	11,683
Number of children over 4 and under 16 years of age.	3,382	1,370	3,382	1,370	9,051	18,081	11,558	11,883	2,619	11,683
Number of Scholars registered in Winter.	1,370	1,370	1,370	1,370	9,051	18,081	11,558	11,883	2,619	11,683
Number of Scholars registered in Summer.	1,148	1,148	1,148	1,148	9,051	18,081	11,558	11,883	2,619	11,683
Average daily attendance.	723	723	723	723	9,051	18,081	11,558	11,883	2,619	11,683
Sum raised by tax on grand List for wages of teachers and fuel.	3,000	3,000	3,000	3,000	9,051	18,081	11,558	11,883	2,619	11,683
Sum raised by tax for each child over 4 and under 16 years.	1.94	1.94	1.94	1.94	9,051	18,081	11,558	11,883	2,619	11,683

## BOSTON, MASS.

The whole number of Schools, supported at the expense of the city is one hundred and seven. Of these, ninety-one are Primary Schools, fourteen are English Grammar and Writing Schools, one an English High School, and one a Latin School.

The Primary Schools are for children of both sexes, between four and seven years of age, and are under the care of a Committee, consisting of ninety-three gentlemen, each of whom (excepting two) had the particular supervision of one School. The Schools are arranged in ten Districts besides two at East Boston, and one on the Western Avenue. The Schools in each District are under the special care of the Committee of that District. They were established in the year 1818, by a vote of the Town, which appropriated five thousand dollars, for the expenses of the first year.— Since that time, the number has increased to ninety-one, and the annual expenses are about twenty-eight thousand dollars, exclusive of the cost of School-houses, of which the greater number are owned by the city, having been erected specially for these Schools, at an average cost of about three thousand dollars for each building, accommodating two Schools.

The Primary Schools are visited and examined, once a month, by their Committees, and semi-annually, by the Standing Committee of the whole Board.

The Primary Schools are taught by females, who receive an annual salary of two hundred and fifty dollars. They maintain a very high rank, and children are taught in them to read fluently, and spell correctly, and have imparted to them, a knowledge of the elementary principles of arithmetic, and other things, with which children of their age ought to be made acquainted.

At seven years of age, if able to read fluently, and spell correctly, the pupils receive from the Primary School Committee, a certificate of admission to the English Grammar Schools, on the first Mondays of April and October. Other children, from seven to fourteen years of age, able to read easy prose, may be admitted on the first Monday of every month, having been first examined by the Grammar Master. In these Schools, they are allowed to remain, till the next annual exhibition, after the boys have arrived at the age of fourteen, and the girls at the age of sixteen.

"In these Schools, are taught the common branches of

an English education. In the several buildings, where the arrangement is complete, there are two large halls, occupied by two Departments, one of which is a Grammar School, and the other a Writing School. The scholars are organized in two divisions. While one division attends the Grammar School, the other attends the Writing School; thus the two masters exchange scholars half-daily. In the Grammar Department, the pupils are taught, chiefly, Spelling, Reading, English Grammar, and Geography; in the Writing Department, they are taught Writing, Arithmetic, and Book-keeping." The Johnson and Winthrop Schools are each under the charge of one Master, "who is responsible for the state of his School, in all its departments."

There are two Schools, for pupils who pursue more advanced studies than are attended to in the English Grammar Schools. The English High School was instituted in 1821, for the purpose of furnishing young men, "who are not intended for a collegiate course of study, and who have enjoyed the usual advantages of the other public schools, with the means of completing a good English education." Pupils are admitted at twelve years of age, and may remain three years.

In this School, instruction is given "in the elements of Mathematics and Natural Philosophy, with their application to the sciences and the arts, in Grammar, Rhetoric, and Belles Letters, in Moral Philosophy, in History, Natural and Civil, and in the French Language. This institution is furnished with a valuable mathematical and philosophical apparatus, for the purpose of experiment and illustration."

The Latin School was commenced in 1635. Pupils are received into it, at ten years of age, and may continue five years. They are here taught the rudiments of the Latin and Greek languages, and fully qualified for the most respectable colleges. Instruction is also given in the higher branches of the Mathematics, and in Geography, History, Declamation, and English Composition.

The English Grammar, High, and Latin Schools are under the care of a Committee, consisting of the Mayor, President of the Common Council, and two gentlemen elected in each Ward, making twenty-six in all. They are divided into sub-committees of three, for each of the Grammar Schools, and five each, for the Latin and English High Schools. At the annual exhibition, in August, silver medals are awarded to the six best scholars in each School. Those for the boys are called Franklin medals, being given from a fund left for that purpose, by Dr. Franklin. The boys, to whom they are awarded, are invited to partake of the annual school-dinner in Fanueil Hall.

The sixteen School-houses, for the English Grammar, Latin, and High Schools, were erected by the city, for their accommodation, and are estimated to be worth, on an average, twenty thousand dollars each.

Thus are the means provided, at the public expense, for the gratuitous instruction of every child in the city, from the first rudiments of education, to the highest branches necessary to be known by those who do not desire a collegiate course of instruction. Indeed, the standard of education in these Schools is equal to that of many Colleges in the country. There is no feature of our institutions, of which our citizens are so justly proud; none, the expenses of which are so cheerfully borne.

## NANTUCKET, MASS.

Previous to 1826 the public schools of Nantucket were but little better than Charity Schools for the poor. During that year an entire revolution was commenced in their management, and the town began to make liberal appropriations for their support. The sum of \$2,500 was then raised by a small majority, & which has since been raised to \$7,000 a year. A gradation of schools so as to effect a judicious classification of the children according to their age, sex, and studies, and the employment of appropriate teachers for each class of schools, was effected. At this time the system of public schools embraces 3 Introductory schools; 4 Primary schools; 2 Grammar schools; and 1 High school; besides one school for poor colored children, and an ordinary district school at a remote section of the town.

The Introductory Schools receive children at the age of 4 years, and prepare them to enter the Primary Schools.— The instruction is confined principally to an explanation of real objects and visible illustrations, with the simplest lessons in books. The health, manners, and school habits of the children are principally attended to here. The Primary Schools receive those who have made such advances in spelling and reading as will admit of their being classed. The instruction is here confined to spelling, reading the rudiments

of Arithmetic and Geography; Writing is attended to by the more advanced.

The *Grammar Schools* receive those who are qualified in the elementary studies of the Primary Schools between the ages of 6 and 16. The exercises of the schools are a continuation of the studies of the Primary Schools, together with Grammar, Writing, Algebra, Natural Philosophy, Geometry, and Physiology.

The *High School* receives scholars between the ages of 10 and 18. Candidates for admission must pass a satisfactory examination in Spelling, Reading, Writing, Grammar, Geography and Arithmetic. The studies embrace a pretty complete course of English education, and a preparatory classical course.

The establishment of the High School although at first opposed, has been crowned with complete success, and has had a most favorable influence on the public schools generally. It numbers 100 scholars, is taught in the upper room of a new school-house, which is one of the most spacious, elegant and convenient edifices of the kind in the State.—Both the upper and lower (the lower is occupied by one of the Grammar schools,) rooms are well ventilated and each scholar is provided with a seat and desk of the appropriate height. In the Primary Schools the same regard for the comfort, health, and cheerful study of the younger children has been had. They are not expected to sit "bolt upright" and still, on a hard, high backless seat, but to have their feet rest on the floor, and to find a support for their backs when wearied. The Teacher in the High School is assisted by his wife, and they together are paid \$1800 a year.

The Principals of the Grammar Schools receive \$700 each. The younger children are all under the instruction of female teachers.

The schools are opened every morning by the reading of a chapter in the New Testament.

In every school the order of exercises for each day in the week is put up in some conspicuous part of the room.

No scholar can join school except at the beginning of a quarter, and no books are to be introduced into the school by scholar or teacher, but such as are authorized by the School Board.

The supervision and management of the public schools are with a committee or board, elected by the people, with subordinate officers and committees appointed by themselves. A monthly visiting committee is assigned to each school, as well as a special examining committee. Each sub-committee reports to the Board at the end of the month as well as enters a record all their doings. The whole Board report annually to the Town.

Such a system of public schools, liberally supported by the public, superintended by a succession of intelligent, and devoted committees, and enlisting the services of faithful and accomplished teachers, has had the success which might have been anticipated. It is fast doing away with the necessity of private schools.

#### CHARLESTOWN, MASS.

The public schools of Charlestown embrace 20 primaries under 20 female teachers, and 1230 scholars; 2 district schools under 2 teachers and 62 scholars; and 4 grammar schools with 12 teachers and 903 scholars.

In the *Primary Schools* children between 4 and 8 years learn to read with fluency, spell correctly, and become familiar with the multiplication table, easy common punctuation, abbreviation, &c. They also attend to singing.—The following schedule will give an idea of the classification and exercise in some of the primaries.

*Fifth Class.*—Seldom, in a school of sixty, more than half a dozen, in this class; learning the letters.

*Fourth Class.*—Reading, without spelling the words, in "My First School Book" and Emerson's Introduction; spell such words as "village," "settlement," and other words of two and three syllables.

*Third Class.*—Read fluently in Worcester's Second Part; spelling continued; name the days, weeks, months, and seasons; name the figures.

*Second Class.*—Read fluently, many without leaving out any of the words, in the 'Young Reader;' spell the longest words correctly; recite punctuation, abbreviations, and other lessons from "National Spelling Book;" answer promptly the multiplication table and questions in Emerson's First Part in Arithmetic.

*First Class.*—Read correctly in Worcester's Third Book; spell without hesitation, the hardest words in the reading books; answer promptly in Emerson's Second Part in arithmetic as far as fractions; speak dialogues and other easy pieces.

The teachers in these schools are all female, and receive on an average \$210 a year.

The *District Schools*, two in number, are substantially what other district schools are all over New England, and present a mournful contrast to a well appointed system of graduated schools. They embrace children of all ages, a great variety of studies, and are taught by one teacher in summer and another in winter.

In the *Grammar Schools* the instruction is carried forward in reading, writing, arithmetic, grammar, composition, declamation, philosophy, history, geography and algebra.—In two of these schools astronomy, chemistry, book-keeping and Latin and Greek languages were attended to. The principals of these schools receive each \$900, and the female assistants \$200.

The improvement of the public schools of Charlestown has led to the abandonment of nearly every private school.

#### ROXBURY, MASS.

"We have a regular gradation of schools; the system varies however somewhat in different parts of the town, our population about 8000 being very unequally distributed over a large territory. We have three villages or centres in each of which is a Grammar school for children of 8 years and upwards. In the easterly village next to Boston there are two, one for each sex—the house lately erected being for boys only. Each of these four schools has a male principal, with one or more female assistants according to the number of pupils. The largest boys' school has also a male assistant.

We have 14 primary schools kept by females—pupils from 4 years to 8. These schools are scattered over town by no other rule than the convenience of the inhabitants.—We have no District system, and think ourselves better off without. All the schools are in all respects subject to the care and control of the general committee. In two instances where the population is dense enough to allow it we have farther subdivided the primary schools, putting pupils from 4 years to 6 in one room, and those from 6 to 8 in another, under separate teachers, making them independent schools. We think there is much advantage in this.

The "Trustees' Grammar School" by a special act of the Legislature stands for such a school as the law requires in towns of more than 4000 inhabitants. It is a *free* school,—controlled by a board of trustees, who fill their own vacancies—but may be visited by the town's committee. The master receives \$1500, salary,—of which the town pays 500, as a condition on which the validity of the Act depends—the trustees having the power to renounce that Act when they please. The fund of the school is about \$20,000. It is in process of becoming a *Latin* school exclusively,—much on the plan of the Boston Latin School. It will have I think from 30 to 40 pupils, on that basis.

Our new school house is of brick. The main body is 63 feet by 37 1-2—with a pediment or porch on the longest side, 30 ft. by 12, reaching up the whole height of the building, viz. 3 stories. The two upper stories (only one is now finished and occupied) are to be school rooms of the full size of the main building. Each room capable of receiving 200 pupils. The lower story is to be divided into two rooms, for recitations,—or for *medium* schools. The house (exclusive of land) has cost so far, I believe about \$9000,—and a large sum will yet be required to finish the two remaining stories. The room now finished has 200 pupils, and two male and one female teacher. Our *medium* school is rather an anomalous affair. Whenever a school is overflowing and there is a number of pupils too old for the primary school and yet too backward to be conveniently classed in a grammar school we take some 30 to 50 of them and put them into a separate room with a female teacher as a temporary arrangement—we generally have one or two of them.

We pay our female teachers now \$200 a year,—shall probably add \$25 more next year. The male teachers have \$500, 600, 700, 900, 1500, according to the rank of the school, the labor required, the merit of the teacher, or the length of his term of service. We have no fixed salaries, but pay in each case according to circumstances.

A movement was made to improve our schools about 3 years ago,—a new committee came in, and "a new broom" you know &c., several teachers gave way to others, new buildings were purchased or erected, some salaries increased and a more thorough system of visitation established, a visiting committee of two report, every quarter to the whole committee (of 13) particularly about each school. The appropriation for support of schools has been raised from \$5000 to \$7000, and I think it will be \$8000 next year, be-



sides which the town has expended some \$20,000 on school houses. The town has never refused any sum which the school committee have asked for. If there has been an improvement in our school affairs, it is partly connected, I think, with the general movement of the State, connected with the establishment of the Board of Education, and Mr. Mann's exertions."

#### LOWELL, MASS.

The public schools are divided into three grades, viz: twenty-two primary schools; six grammar schools; and one high school, and all of them maintained by direct tax on the whole city. The primary schools are taught entirely by females, and receive children under seven years of age and until they are qualified for admission to the grammar schools—the average number to each school is sixty.

The grammar schools receive those who can bring a certificate, or pass an examination, in the common stops and abbreviations, and in easy reading and spelling. These schools are divided into two departments—one for boys, and the other for girls, and are taught by a male principal and assistant, two female assistants and a writing master. The number of scholars is about 200 in each department. The studies are the common branches of an English education.

The High School prepares young men for college, and carries forward the education of the young of both sexes in the studies previously pursued in the grammar schools, as well as in astronomy, practical mathematics, natural history, moral philosophy, book-keeping, composition, and the evidences of Christianity. Pupils are admitted, on examination, twice a year, in the studies of the grammar schools.—There are two departments, one under a male and the other a female principal, assisted by two assistants, and a teacher of plain and ornamental penmanship.

The care and superintendence of the public schools are entrusted to a committee, not exceeding twelve, elected annually. The committee must choose a chairman, secretary, and a sub-committee for each school, with appropriate duties. The general committee elect teachers, determine their salaries, remove those who are incompetent, and make all necessary regulations respecting the studies, books, and discipline of the schools. They must meet at least once a month. The sub-committee must visit and examine into the progress of each of his particular school or schools once a month, and report at the regular meeting of the board.

No better education can be obtained in the English or in the preparatory classical studies, in any school, and the richest and best educated parents are glad to avail themselves of these public institutions. Owing to the number of Catholic families, Catholic teachers are provided in five primary and one grammar school, in parts of the city where that population predominates. This arrangement has secured the attendance of that class of children and the hearty co-operation of their clergy.

#### PORTLAND, ME.

The system of public schools comprises 10 primaries, 2 grammar schools for girls, and 2 do. for boys, 1 English high school, and a school for colored children.

It is a prominent object of this system, to produce more perfect results, by means of a division of labor. The primary schools are expected to afford instruction in certain branches, in reading, spelling, the four fundamental rules of arithmetic, and in writing upon slates. The grammar schools are expected to find the scholars thoroughly instructed in these branches, to receive them at this point of their progress, and carry them forward to an acquaintance with still higher branches of study, and then the high school is established for the purpose of receiving those who are qualified to enter upon more elevated studies in order to make them familiar with all the various branches usually taught in the high schools in our land. It will be perceived, that, upon this plan, the schools of each grade have their respectively peculiar purposes to accomplish, and that the only way in which the whole work can be thoroughly done, is for each grade of schools to do well its own part.

It is another object of the plan, and especially of the experiment in Female Grammar School No. 2, to make our female grammar schools, seminaries for the education of teachers, that we may have our future supply from this source. It is proposed that those among the more advanced in these schools, who are desirous of becoming teachers, shall be employed while yet they are scholars, as assistant pupils, that so they may learn the art of teaching and be fitted to take charge of a class room in some of our primary schools. If diligent and successful, while there, they will be candidates for further promotion. In this way it is thought that our female grammar schools may become

essentially seminaries for the training of teachers, and especially for making them acquainted with the system pursued in the schools of our city, and qualify them to carry that system onward to perfection. And this is important. For as our system has its peculiar features, it is necessary for its perfection, that they should be understood by those who are to carry it forward. It is the general testimony of the teachers of our grammar schools, that the pupils, received by them from the primary schools, are much better fitted to go profitably forward, than those received from private schools.

#### PROVIDENCE, R. I.

No city in the United States has done so much in so short a period of time as Providence, to organize on a broad scale a system of public schools adequate to meet the wants of the age and of our institutions.

The system embraces 10 Primary Schools, 6 Grammar Schools, 1 High School, and 2 schools for colored children, in all of which free instruction is given to such children of both sexes belonging to the city as may see fit to avail themselves of the same.

In the Primary schools children over 4 years are taught spelling, reading, and the elements of Geography and Arithmetic, with the aid of maps, engravings, models and other apparatus.

In the Grammar Schools children over 7 are received, who may be found properly qualified in the studies of the Primary Schools, and conducted forward into Grammar. Writing, Arithmetic, Book-keeping, Composition, History, Practical Ethics and the Constitution of the United States. In the High School, children over 12 years, if found qualified in the studies of the Grammar School, on due examination are received for three years. The studies are a continuation of those of the Grammar School, with Rhetoric, Logic, and Intellectual Philosophy, Moral Philosophy, Evidences of Christianity, Algebra, Geometry and Book-keeping, Physiology, Astronomy, Chemistry. The High School building is not completed or the school organized.

The supervision and management of the schools is entrusted to a committee appointed by the city council with power to appoint sub-committees, and a Superintendent, who devotes his whole time to the interest and welfare of those schools under the direction of the committee. The superintendent receives a salary of \$1250, with office expenses, &c.

The Principal of the High School has a salary of \$1250: each of the male assistants in do. \$750, and female do. \$500.

#### PHILADELPHIA, PA.

In 1817, and for several years previous, there were only 2 600 poor children educated at the public expense, at the cost of \$11 per scholar.

In 1818 against stupid, violent, and interested opposition from various quarters, the present system was commenced, and the first school opened in a hired room.

In 1819 there were six schools established, one schoolhouse built, ten teachers employed, and 2,845 children instructed in reading, writing and arithmetic, at an aggregate expense of \$23,049.45, of which near \$19,000 was invested in land and building and furniture.

In 1823 the first school for colored children was established.

In 1826 there were 4,144 children in nine schools, at an aggregate expense of \$22,444.

In 1833 an Infant Model School was organized. There were at this date 5,768 children in thirteen schools, under twenty-three teachers, instructed at an aggregate expense of \$53,042, of which \$23,000 was for school buildings and fixtures.

In 1836 twenty-six primary schools were established. A committee of the board of Controllers, visited the public schools of Boston and New York, and at their suggestion the system of instruction was modified, and additional teachers, at a higher compensation were employed, and the services of juvenile monitors dispensed with. At this date 11,127 children were instructed in forty-eight schools of different grades, at the aggregate expense of \$75,017, of which \$23,000 was for land and buildings. Thirteen school houses had been erected up to this date.

In 1837 sixty primary schools were in operation with nearly six thousand scholars. These schools were eminently successful in gathering up the young children who would otherwise be in no school, and in relieving the higher schools of a class of pupils, who had embarrassed the teachers and retarded the more advanced learners. During this year the corner stone of the high school building was laid, with an astronomical observatory attached. The monitori-

al system was still further dispensed with or modified. At this date 17,000 children were in all schools, and the expenditure amounted to \$191,630, of which \$112,000 was for land, building and furniture. Of this last amount \$89,000 was received from an appropriation by the state of \$500,000 for schoolhouses.

In 1839 the central high school was opened with professors in various branches of Classical, English Belles Letters, Mathematical, Astronomical, and Physical science; more than 18,000 children were in regular attendance at school, and the expenditures for the year amounted to \$188,741, of which \$82,000 was for land, buildings and furniture. The ordinary expenses average about \$6 for each pupil.

In 1839 the central high school was reorganized on a plan submitted by president Bache of the Girard College. We have been made acquainted with the minutest detail of the discipline and course of study of this institution, pursued under the enlightened superintendence of President Bache, and have no hesitation in pronouncing it superior in these respects to any institution of this grade with which we are acquainted. As the superior advantages of this school cannot be attained except on the most rigid examination, and is accessible only to candidates from the public schools, its establishment has already had, and will have still more a decided happy influence on the whole system of public instruction. It will draw more children, and those of the best educated parents into the public schools, otherwise their children cannot enjoy the advantages of this school, which are superior to those of any private school of the city. As admission is gained only by an examination which is open to all pupils of the public schools, over twelve years of age, whose parents wish them to enter, it will give a powerful, but healthy stimulus to the teachers and pupils of each school. The number of applicants admitted and rejected on due examination, will be an index of the comparative scholarship of the several schools.

But the enterprising and intelligent gentlemen entrusted with the management of the system are not content to rest here. At their request president Bache has submitted a plan for the organization of a high school for girls, and seminary for female teachers, in a very valuable report. If carried out with the thoroughness indicated by the author, under the same intelligent superintendence as the high school for boys has been favored with, it will give a completeness to the system of public instruction of Philadelphia which does not exist elsewhere. It will raise female education to its proper level, from which it is now universally degraded in public schools, and furnish an adequate supply of well qualified teachers for the primary schools and the girls' department, of the second grade of schools. We anticipate the happiest results from this proposed improvement.

From a personal inspection of several schools of each grade and a careful study of the various official documents of the board of Controllers, we regard the rapid progress of the school system of Philadelphia, as a proud monument of the disinterested zeal, intelligence and fidelity of the men who have been entrusted with its administration, and of the liberality of the citizens generally. In common with Boston Philadelphia has shown within the last few years, especially, that any expenditure whose object is the enlightenment of the public mind, is the best economy. Instead of clinging to her old systems and methods she has from time to time looked abroad into other cities and other countries, and incorporated into her own practices such modifications and improvements as experience had elsewhere proved advantageous. Without her primary schools and high schools, her system could not have attained to its present useful and exalted position. When the high school for girls, and the seminary for female teachers is once in successful operation, it will add the Corinthian capital to her otherwise beautiful and solid fabric of public instruction.

#### LANCASTER, PA.

The Board of Directors of the public schools is composed of twenty-seven members, of whom twelve are appointed by the Court of Common Pleas, twelve are elected by the Councils of the city, and three, viz., the Mayor, and the President of each of the two Councils, are ex-officio members. The Board is thus composed of two parts, one of which is generally more permanent than the other, and presents a judicious admixture of persons acquainted with the past effects of the system, and of those who would, generally, represent the present wants of the constituency. This Board of Directors makes the estimates of the cost of the schools, establishes schools, appoints teachers and fixes their salaries, orders the erection of, or hires, school houses, determines the branches to be taught, and the books to be

used, and is expected to attend personally to the supervision of the schools.

The schools are divided into three grades, primary, secondary, and high schools. In the primary schools of Lancaster, the pupils learn to spell, to repeat tables, to sing, and to read easy lessons.

The secondary grade of schools concludes the strictly elementary education. There are two schools of this class, as of the preceding, corresponding to the two wards into which the city is divided. One of these is in a large brick building of good exterior appearance, but bearing still in the interior the marks of having been arranged for the Lancasterian system of instruction, and being thus but imperfectly adapted to the present plan. In these schools, spelling, reading, writing, arithmetic, grammar, geography, and music, are taught. I observed with great pleasure, in one of the schools, that musical notation, as well as the practice of vocal music, was taught, and that the teacher gave oral instruction in the musical notation, using the ledger lines permanently traced on the black board for the purpose. In the primary department, the girls and boys are together in the classes; in the secondary department, they are in separate rooms. The secondary schools are under the charge of a male principal, who is assisted by male or female teachers. This employment of females as teachers, is of the utmost importance to our country, and I am not aware that the experiment has failed in any case where it has been fairly tried. The method of instruction is either the individual, or the simultaneous, modified according to the peculiar views of the teachers.

When the pupils of the secondary schools have made a certain proficiency in arithmetic, (Emerson's second arithmetic, inclusive,) English grammar, (to the conjugation of the verbs,) geography, (as far as Europe,) they are transferred to the high school, which they thus enter at about ten years of age. I am not aware of the reasons which induced the Directors to place part of the studies appropriately belonging to the elementary schools in the high school, nor do I know whether this arrangement is intended to be permanent; from the excellent judgment shown in reference to other parts of their system, I should suppose this arrangement to have been adopted from motives of temporary expediency.

The high school is divided into a male and female department, both under the superintendence of the same instructor, and the former under his immediate charge. They are both English high schools. In the male department, arithmetic, geography, grammar, declamation, composition, book keeping, history, natural philosophy, geometry and some of the other branches of mathematics, and music, are taught. In the female department, a part of the mathematical studies of the boys' school is omitted, and needlework and drawings are taught. It is remarkable that the last named branch formed no part of the course of the male department.

There is a general superintendent of all these schools, who serves as the intermediate authority between the directors and the teachers; thus securing a unity of arrangement and a system, difficult to be attained in any other way, and of great importance to any scheme of public instruction in which all the pupils of the different schools should as far as possible enjoy the same advantages. The present superintendent is Mr. G. Day, the principal of the high school, and a teacher of much experience.

The city of Lancaster contains, it is computed, about two thousand children between four and fourteen years of age. Of these, no less than fourteen hundred are now enrolled in the public schools. Of the fourteen hundred children in the public schools, seven hundred and eighty are in the primary schools, four hundred and fifty in the secondary, and one hundred and seventy in the high.

#### CINCINNATI, OHIO.

In the Senate of the Ohio Legislature of 1828-9, Col. Andrew Mack introduced a bill for a special act, imposing a tax of \$7000 upon the city of Cincinnati, for the erection of the proper school buildings in the several wards, and an annual tax of \$7000 in each subsequent year, which, together with the State appropriation, was to be applied to the support of common schools. This bill became a law. It was at first received with decided disapprobation by men of property, and attempts were made to render both the act and the author unpopular with the people. These attempts failed, and in 1834 the charter of the city was so altered as to authorize and require the city council to build substantial school houses, and to provide for the support of common schools therein at the expense of the city. Ac-

cordingly the city was divided into ten districts, two to each ward, and steps were taken to erect a suitable building in each. Nine are already completed at the total cost of \$96,159, for which the city contracted a debt of \$85,000. These buildings are forty feet by sixty, with two stories and a basement. Each story has two apartments, furnished with Mitchell's large maps and black boards. The entry is from the side into a hall which separates the rooms. The lower rooms are occupied by the boys schools, and the upper by the girls. Each building is surrounded with a play ground.

The general management of the schools is vested in a Board of Trustees and Visitors, elected by each ward. This Board selects teachers, and makes all rules and by-laws for conducting the education of the pupils.

In addition to this Board, seven persons are appointed by the city council. "Examiners and Inspectors of common schools in Cincinnati," whose duty it is to examine and certify to the qualifications of teachers, visit and ascertain the condition of the schools, and recommend improvements.

The following is the "synopsis of the course of instruction" pursued in these schools as given in the last report of the Board.

#### GRADE I.

The *Alphabet*, thoroughly; spelling easy words of one, two, three, and four letters, progressively; spelling easy words of two syllables; spelling and reading easy sentences, spelling and reading more difficult lessons. The teacher giving the necessary *oral* instruction, and teaching the pupils to use their eyes as well as their ears.

#### GRADE II.

Spelling; correct pronunciation; reading accurately; modulation of the voice; accent, emphasis, stops and marks in reading; spelling sentences; simple tables in arithmetic; learning to count, &c.; writing after copies on slates and black boards. The teacher giving the necessary *oral* instruction, and guarding against error.

#### GRADE III.

Spelling; higher reading; analysis of words, and learning their meaning; analysis of sentences; spelling sentences; writing after copies on slates, black boards and books; copying words and sentences from books or manuscript; *oral*, *mental* and *written* arithmetic; tables in arithmetic. The teacher giving the necessary *oral* instruction, and insisting upon correctness.

#### GRADE IV.

Spelling; reading and definitions; stops and marks; analysis of words and sentences; the nature and power of letters; modification and influence of words upon one another; writing after copies on slates, black boards and books; copying from books or manuscripts; higher arithmetic; geography and history of the United States with maps; the definition of grammatical terms; simple parsing; classification of words, and their constructive influence on one another; modern geography and history with maps and globes; chronology. The teacher giving the necessary *oral* instruction.

#### GRADE V.

Analysis and definition of words more extended; rhetorical reading; penmanship, as applied to the forms of business, such as copying from books or manuscripts, letter writing, bills, notes, receipts, &c.; higher arithmetic with all its kindred branches, as applied to business; English grammar, parsing, correction of false syntax, writing with grammatical accuracy; rhetoric and composition; modern and ancient geography and history, with maps and globes; algebra, trigonometry, mensuration, surveying, chemistry, botany, natural history, geology, natural philosophy, and rural economy. To these may be added, as circumstances may suggest, the study of the Constitution of the United States, and all the higher branches of mathematics. The teacher giving the necessary *oral* instruction.

Pupils in the three last grades should also read at certain intervals in the Bible, of which the authorized version, without notes or comments, is used.

#### LOUISVILLE, KY.

The present system of public schools was organized by the city authorities in 1829, by the establishment of a central monitorial school, free of expense to all the children of the city under 16 years of age. It has grown with the increasing wants of the city, and at this time appears to embrace five primary schools, and six grammar schools, each embracing two departments, one for boys and the other for girls,

and night schools. The monitorial system of instruction and all charges for tuition fees was abolished in 1840.

The superintendence of the schools is under a board of visitors, and a school agent appointed by the city authorities. The latter receives a salary of \$400 and is Secretary of the Board. He is expected to visit each school once a week, and to report quarterly the condition of each, and at the end of the year make a general report. It is his duty to establish one or more night schools for the special accommodation of apprentices from October to February. The Board consists of thirteen persons, and must hold stated quarterly meetings. Absence from these stated meetings in succession by a visitor, unless from sickness, or absence from the city, is deemed a resignation, and a new member is appointed in his place. Each school is assigned to the particular charge of a sub-committee of two, who must visit the school once a month and report quarterly on its condition to the Board. An examination of all the schools is had in August, at the close of which, certificates are awarded to such scholars as might be found worthy (not exceeding thirty in the whole) of one year, free tuition in the Louisville College as an honorary distinction for exemplary conduct, diligence in study, and proficiency in learning. The city appropriates \$2000 to meet the tuition of such persons.

In the female departments of the several schools the afternoon of each Wednesday is devoted to music and sewing.

In the night schools, the agent must admit ten young men, who may be unable to pay the tuition fees of two dollars each, free of charge. The teacher of these schools receives as compensation the tuition fees, and the sum of sixty dollars appropriated by the city for its support.

#### CITY OF BUFFALO, N. Y.

In 1837-8 the public schools of Buffalo were made free, and a Superintendent appointed with a salary to devote his whole time to the supervision of the schools and the management of the business generally of the city districts under the direction of a Board or Committee of the City Council. At the time this new system commenced there were only 679 children educated in the common schools of this city. At the close of 1838, there were found to be 1169, and in 1839, 2650 and in 1840, 4063 children in the same schools. In 1838, it was ascertained that \$19,096 were expended on public and private schools, and in 1839, owing to the improvement of the public schools, and the withdrawal of children from the private schools, a saving of \$11,254, was effected to the city. The total amount of salaries paid to the common school teachers in 1840, was \$8876.30, of which \$7291.30 was raised by city tax.

#### VILLAGE OF GENEVA, N. Y.

In the village of Geneva in 1839, the public schools were in a low state—no one sending to them who could afford to pay for their instruction in private schools. The question of their improvement was discussed, and it was decided instead of subdividing one of the largest districts, to consolidate all of the districts into one for the purpose of maintaining a gradation of schools. The children were separated into four departments of different grades—the primary under female teachers, and the highest department under a teacher of the first qualification. The result is that each department is as well taught as any private school of the same class, and the number of scholars has more than doubled in a single year.

#### BRATTLEBORO', VT.

This village constitutes one school district numbering about 300 children over 4 and under 16. After several years discussion and effort, the inhabitants have adopted almost unanimously the system of Primary Schools, with female teachers for the younger children, and a Central or High School, with two departments for the older boys and girls. The private schools are now merged in the public.

#### WOODSTOCK, VT.

A system somewhat similar has been established in Woodstock, containing a population of about 2000. The old school houses have been repaired, and one new one built, for the Primary Schools, and a High School in the center of the village will carry on the education of the children into the higher branches.

We have received several valuable communications respecting the Common Schools of Bridgeport, Norwalk, New London, and other large towns or central villages in Connecticut which we shall publish in our next.



In 1838-39, a committee of public spirited individuals instituted an inquiry into the condition of the public and private schools of the city of Middletown, with the following results:

Whole number of children over 4 and under 16 years,	835
Number attending public schools,	276
Number in private schools,	311
Number not found in public or private schools,	248
Expense of public schools,	\$1,377
Expense of private schools,	4,504
Expense per scholar in public schools, about	5
Expense per scholar in private schools,	14 50
Expense of those who were in no schools must be calculated after they have become the inmates of poor houses, jails and prisons—the monuments of neglected or perverted education.	

The number attending the public schools has more than doubled, and among them are the children of the wealthiest and best educated families

Whole number of children over 4 and under 16,	849
Number of children attending public schools,	624
Aggregate expense of public schools, \$2725 00	
Quarter bills, or charge per quarter in primary schools,	25
Quarter bills in high schools,	1 00
The quarter bills and taxes of the poor are abated and paid out of the town treasury as the law provides.	
Average expense of public schools per scholar,	4 36

"This School Society numbers 3,238 scholars, between the ages of 4 and 16 years. Of these, the average quarterly registration of scholars, in the public schools, has been only a trifle over 1,100, or only about one third of the actual enumeration. But even this has been considerably above the actual attendance. Leaving out of consideration, the ~~last enumeration~~ of the Schools, when they were very much

reduced by sickness among the children, and the daily average attendance has been less than 900, or only a trifle more than one fourth part of scholars enumerated. The number of different scholars, connected with the public schools during the past year, has been about 1400, or 500 more than the daily attendance.

It will be seen, therefore, that there are in this School Society alone, about 1800 children, between the age of 4 and 16 years, that attend the private schools, or stay at home entirely; and that of the 1400, that have been connected with the public schools during the course of the year, less than two thirds have been in constant attendance. These facts furnish a satisfactory reason why parents feel so little interest in the public schools. And they raise a strong presumption, that there are very many children in this city, who attend no school at all, and that many who attend occasionally, are not constant enough in attendance, to be of much service to them."

According to the Report of the Committee of the First District, there were 2426 children over 4 and under 16 enumerated in August, 1840, and of this number, the average attendance was only 794.

From personal inquiries made in all the schools (except one in which the statistics of the last quarter were taken,) since the winter term commenced, it appears that the

Number of districts in the city are,	3
Number of schools,	9
Number of distinct departments,	11
Number of children over 4 and under 16 in August, 1841,	3032
Number of scholars of all ages, in all the schools,	956
Number of scholars over 4 and under 16,	830
Average attendance,	713
Number of children over 4 and under 16, not in the public schools,	2202

The number of children of a proper school age, who are not found in the public schools, is unexampled in any city or large town in New England or New York, not excepting even the city of New York. Making all suitable allowances for the attendance on private schools, there is good reason to believe that there are many hundred children in this city of colleges, and schools, who are not in any school public or private. According to the investigation of Mr. Lines, in 1838, there were over \$25,000 expended for tuition in private schools, not including the College. Well may the School Visitors in their Report remark,

"The Board are unanimously of opinion, that if more interest could be excited among parents, and a closer union could be effected between the public and private schools, than at present, both might be benefited. If all that is now expended for the education of the children and youth of New Haven, a sum probably more than four times as large as the income of the school fund, could be judiciously and properly applied, for the support of faithful and competent teachers, the public schools might be raised above what, either public or private schools can now ordinarily attain. There is much of talent in both situations, and an union of both could not fail of being serviceable to both."

The schoolhouses are in a much better condition than in any other city of Connecticut, and yet it is a singular fact, that they have all been built, (at least in the First District,) by the avails of quarter bills. More than \$18,000, according to a former Report of the School Visitors have thus been raised which according to law, should have been assessed on the Grand List of the Districts. The injustice and inequality of this mode of taxation would not be tolerated for a moment, was not the amount raised each year very small. The Grand List of the city districts is about \$206,000, and of this, it is estimated only about \$25,000 are owned by those who pay quarter

bills. And yet by this class of citizens, have all the schoolhouses, of at least the First District been built—making an annual tax, at least equal to the town city and state tax.

Few cities are better circumstanced than this for having a well organized system of public schools, and we are glad to learn that the subject is now under the consideration of the very able committee (consisting of R. S. Hinman, L. Bacon and C. Robinson,) who were appointed on the subject of a High School one year since. As the committee move slow, it is presumed their plan will be well matured. The subject of a High School is thus mentioned in the last Report of the School Visitors.

"Such an institution is necessary to carry out the designs of the founders of our common school system, and necessary to the best interest of the community. The objection often made to the establishment of such a school, that it would require a tax for its support, the Board considers a decided recommendation.—The public need something to rouse them from the apathy into which they have fallen on this subject; and the Board are of opinion that nothing could do it so successfully and so readily as a tax. Heretofore large numbers, if not the majority of our fellow citizens, have seemed to regard our public school fund as an instrument that would almost educate the community of itself.—Our public school system is a noble system, and our public school fund a magnificent thing. But while we have been lying still, priding ourselves in the greatness of our school funds for public schools and boasting of the perfection of our system, our sister States have some of them far outstripped us, in their plans of education for the public. From being first, as we were for a great number of years, we have lost our place in the ranks, and are now neither first nor second."

It is due to the teachers of the Lancasterian, and Whiting St. Schools to say, that their schools stand among the best in the State within the circle of studies taught in them, and that there is not in the State a more devoted school committee than Mr. Augustus Lines. He is the only man from whom we could ever obtain minute and accurate information respecting the public schools of the city.

#### The Connecticut Common School Journal.

EDITED BY

HENRY BARNARD, 2ND.

Secretary of Board of Commissioners of Common Schools.

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